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ABSTRACT

THIS SELECTIVE, ANNOTATED BIBLIOGRAPHY LISTS 83 PUBLISHED ARTICLES AND BOOKS ON THE ACCREDITATION OF TEACHER EDUCATION. CITATIONS ARE CONFINED TO THE PAST 15 YEARS WITH FACTUAL MATERIALS AS WELL AS OPINION INCLUDED. NO SPECIAL ATTENTION IS GIVEN TO DOCUMENTS THAT PERTAIN TO A PARTICULAR STATE SYSTEM OF COLLEGES OR TO ANY PARTICULAR COLLEGES WITH THE EXCEPTIONS OF THE CONTROVERSIAL CASES OF CARLETON COLLEGE AND THE UNIVERSITY OF WISCONSIN. (JS)

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SELECTED BIBLIOGRAPHY ON THE ACCREDITATION OF TEACHER EDUCATION

Donald P. Cottrell

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Preface

This bibliography is on the accreditation of teacher education. Donald P. Cottrell, its author, was "rigorously selective" in his citations. Most of the citations are confined to the past 15 years which covers most of the prominent discussion on the subject. No special attention is given to writing that pertains to a particular state system of colleges or to any particular colleges with the exceptions of the controversial cases of Carleton College and the University of Wisconsin. He has included factual materials as well as opinion and the writing of persons who represent all sides of the accreditation issue.

This bibliography is a valuable source of information for those interested in accreditation and should help readers' in their continuing efforts to keep abreast of this important topic.

In the bibliography "ED" or order numbers are included with those citations which have been processed into the ERIC system. Prices also are included. The documents with such numbers may be ordered from the ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda Md. 20014.

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February 1970

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SELECTED BIBLIOGRAPHY
ON THE ACCREDITATION OF TEACHER EDUCATION

by
Donald P. Cottrell
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American Association of Colleges for Teacher Education (AACTE). Developments in the Accreditation of Teacher Education. (Pamphlet) Washington, D.C.: the Association, February 1960. 13 pp.

This pamphlet contains a sketch of the revision process and the 1965 revised constitution of the National Council for the Accreditation of Teacher Education (NCATE).

---. Evaluative Criteria for Accrediting Teacher Education: A Source Book on Selected Issues. Washington, D.C.: the Association, 1967. vi+130 pp. ED 011 875. Not available from EDRS.

Prepared for use in the Evaluative Criteria Study, this source book presents analytical addresses and papers dealing with evaluative criteria for accrediting teacher education.

---. Report on the National Council for Accreditation of Teacher Education Conference of One Hundred. Washington, D.C.: the Association, 1964. vi+54 pp.

This is a report of a representative conference to deal with the current issues relating to the accreditation of teacher education programs. The major addresses are: "The Purposes and Policies of the NCATE," Arnold E. Joyal; "The Structure and Finance of the NCATE," Walter K. Beggs; and "NCATE Criteria and Procedures: An Analysis of Some Issues and Problems," Donald P. Cottrell.

---. Source Book on Accreditation of Teacher Education. Washington, D.C.: the Association, 1962. 46 pp.

This source book brings together articles which describe various aspects of the work of the NCATE. Particularly significant is William K. Selden's article, "Basic Issues in Accreditation of Teacher Education," in which he discusses (among others) the question: Should there be a national agency to accredit programs in teacher education?

---. Recommended Standards for Teacher Education. Washington, D.C.: the Association, 1969. 22 pp.

This book contains the final version of new standards for accrediting teacher education resulting from the work of the AACTE's Evaluative Criteria Study Committee. Standards for both basic and advanced programs are included.

"A Look at National Council for Accreditation of Teacher Education: Panel Program with Interrogators." Strength Through Reappraisal. Sixteenth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1963. pp. 67-84.

This article presents a short statement by A.E. Joyal and then presents questions and answers via a distinguished panel. Among the ideas brought to the surface are the basic purpose of the NCATE, standards, the accountability of the Council, and institutional vs. professional accreditation.

Adkins, E. P., and others. "Evaluative Criteria Study Committee." Changing Dimensions in Teacher Education. Twentieth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1967. pp. 104-18.

In this session of the Evaluative Criteria Study Committee, certain relatively neglected issues in accreditation are considered, such as the emphasis upon process or product and single or multiple standards of accreditation.

Anderson, G. L., and M. W. Ertell. "Extra-institutional Forces Affecting Professional Education." Social Forces Influencing American Education. Sixtieth Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1961. pp. 235-53.

Pages 242-49 deal with accreditation and professional education. Subtopics include what accreditation is, accreditation procedures, and is accreditation influential.

Armstrong, W. E. "Accreditation of Teacher Education, Its Status in 1956." Ninth Yearbook, American Association of Colleges for Teacher Education. Oneonta, N.Y.: the Association, 1956. pp. 75-81.

The executive director of NCATE reports on the progress and problems of the Council during its first two years.

---. "Can We Possess It?" California Teachers Association Journal 56: 8-10; November 1960.

Armstrong notes that there is a danger in automatically reaccrediting all of the institutions when they are scheduled for reevaluation. Instead reevaluation offers an opportunity for making progress toward quality programs and toward building a list of accredited institutions respected by everyone. On the other hand, the application of standards must be consistent. Another problem is the lack of specialists in professional education, particularly in the staffing of smaller institutions. He makes some controversial statements, such as, "The Council could issue a statement which makes it clear to very small institutions that they will not be able to qualify for accreditation."

---. "An Evaluation of the Work of the National Council for Accreditation of Teacher Education." Unity in Diversity. Fourteenth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1961. pp. 108-16.

This report represents the author's efforts to present what the Council was trying to do at this time and what improvements were actually being made in the institutions that were being evaluated.

---. "Fifth Annual Progress Report on National Council for Accreditation of Teacher Education." Teacher Education for the Future. Twelfth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1959. pp. 205-12.

This report gives a brief history of the change to the NCATE as the national accrediting body for teacher education. It presents the major accomplishments of the NCATE since 1954, the Council's major policies, and some of the problems the Council was struggling with at this time.

---. "Koerner on National Council for Accreditation of Teacher Education." Saturday Review 81: 53; November 17, 1962.

The "Letters to the Editor" section of this issue of the Saturday Review contains several excellent replies to Koerner's article, "Teacher Education: Who Makes the Rules?" See especially the letters by Armstrong, Selden, and Davies for thoughtful counter-replies.

---. "National Council for Accreditation of Teacher Education in 1960." Journal of Teacher Education 11: 9-14; March 1960.

This is a report of the changes, actions, progress, and trends in accreditation of teacher education programs from the time of the recognition of NCATE in 1956 to 1960.

---. "Progress in Accreditation of Teacher Education." Eighth Yearbook, American Association of Colleges for Teacher Education. Oneonta, N.Y.: the Association, 1955. pp. 143-53.

In this article, the author treats the transfer of accreditation from AACTE to NCATE and the developments from November 1, 1954, to February 1, 1955. Some of the major objections to NCATE and their meaning are discussed.

---. "Developments in the Accreditation of Teacher Education." Journal of the National Education Association 46: 113ff; February 1957.

The status of accreditation in teacher education as of December 1956 is described. Background material also is given.

---. "Regional and Professional Accreditation." Liberal Education 48: 234-42; May 1962.

Although the author feels that the purposes of accreditation change as the quality of institutions and programs is raised, he states that the major purpose of accreditation is to protect institutions maintaining quality programs against institutions willing to sacrifice quality for selfish reasons. Secondary purposes are to make it possible for one institution to know how to deal with the credentials of others and to protect society from inferior educational programs. Most of this article deals with the differences of policies and procedures of regional accrediting agencies oriented toward institutions and organizations such as NCATE. Page 238 contains a good summary of these differences and functions.

---. "The Sixth Year of National Council for Accreditation of Teacher Education Accreditation." Unity in Diversity. Thirteenth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1960. pp. 199-206.

The author presents a four-point plan for expanding the operation of the Council and for solving the reevaluation problem. He also mentions other happenings which tend to complicate the activities of the Council.

---. "Teacher Education." Accreditation in Higher Education. (Edited by Lloyd Blauch.) Washington, D.C.: U.S. Government Printing Office, 1959. pp. 203-11.

This article presents a brief history of accreditation of teacher education in the U.S. treating primarily the American Association of Teachers Colleges (AATC), the AACTE, and the NCATE. There is also some discussion of regional accrediting associations and accrediting procedures, standards, and policies of the Council. It is a good, brief introduction to the topics.

---. "Teacher Education Curriculum." Journal of Teacher Education 8: 230-43; September 1957. (Reply by W. E. Drake, Journal of Teacher Education 9: 2; March 1958.

In May 1957 the NCATE approved for distribution and study a tentative working statement relating to the curriculum for teacher education. The writing committee's basic assumptions and major beliefs for teacher education are listed and discussed in some detail.

Beggs, Walter K. "The Proposed New Standards and Evaluative Criteria for the Accreditation of Teacher Education." Teacher Education: Issues and Innovations. Twenty-First Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1968. pp. 226-36.

The author analyzes in some depth the differences between the 1967 revised standards and evaluative criteria and the previously operative ones of the NCATE.

---. "Structure and Finance of National Council for Accreditation of Teacher Education." Journal of Teacher Education 15: 136; June 1964.

Although much of this article deals with some rather restricted topics such as budgeting operations of the Council and scales of visitation fees, some issues are discussed regarding structure, and some new plans to change the structure of the Council are offered.

Boyan, N. J. "Accreditation and Expertness in Education." Journal of Secondary Education 38: 258-61; May 1963.

This editorial offers three strategies for resolving the conflicts of professional, public, and institutional interests associated with national accreditation: to convince the states that the program is in the public as well as the professional interest, to strengthen the alliance between the professional practitioners and the strong institutions, to limit membership in professional associations to graduates of accredited programs.

Brown, B. B. "Dangers in the Misuse of National Council for Accreditation of Teacher Education Accreditation." Journal of Teacher Education 14: 326-32; September 1963.

The author is concerned about the "unification-via-NCATE" philosophy, which he says is dangerous to our democratic system of checks and balances, dangerous to the academic freedom of teacher preparatory institutions, and dangerous to the continued development of a sound program of teacher education accreditation. NCATE's use of its powers of accreditation to influence certification and to raise professional standards has sometimes led to heated conflict such as the University of Wisconsin controversy in 1963.

"Call for Changes in Teacher Education Accreditation." Chicago School Journal 45: 36-37; October 1963.

This short article discusses the objectives of the National Commission on Accrediting (NCA) to the structure of NCATE. Two basic issues included are the financial support of NCATE and the accountability of NCATE (i.e., responsible to colleges and universities themselves rather than to NCATE's individual members).

Camille, Sister Mary. "National Council for Accreditation of Teacher Education Criteria, Policy and Implications." National Catholic Education Association Bulletin 59: 23-40; August 1962.

This statement gives the qualifications for evaluation by the Council, discusses the standards of NCATE, and analyzes its evaluation and accreditation procedures.

Cass, James. "The National Commission on Accrediting." Saturday Review 46: 70-71; March 23, 1963.

Recommendations of the NCA for the improvement of NCATE are discussed. The author suggests that NCATE should be answerable directly to the institutions whose programs it evaluates rather than being a free agent and that NCATE is not the only avenue to certification.

Conant, James B. "Conant Seeks Revolution: Excerpts from an Address." Senior Scholastic 84: 1, 22ff; March 13, 1964. (Scholastic Teacher Supplement)

Conant urges that the accrediting functions of the NCATE "should be given up" and advises institutions to refuse to receive an NCATE visiting team. Conant feels that the NCATE is dominated by a single interest group (NEA) and would rather see a "restricted state-approved program approach" to accreditation. Conant wants a focal attention on practice teaching, implementation of clinical professors, and an all-university approach to teacher education.

---. The Education of American Teachers. New York: McGraw-Hill Book Co., 1963. xi+277 pp.

Conant offers a brief analysis (pp. 20-22) and recommendations (pp. 69-70) concerning the NCATE, particularly with reference to the relation of accreditation and the certification of teachers.

Cottrell, Donald P. "A Review of J. R. Mayor's Accreditation in Teacher Education: Its Influence on Higher Education." Journal of Teacher Education 16: 366-69; September 1965.

This is the first of a series of five critiques and reviews of the Mayor study. Others are by Sister Mary Emil, Bob Burton Brown, Wendell Allen, and Louis Smith.

---. "National Council for Accreditation of Teacher Education Criteria and Procedures: An Analysis of Some Issues and Problems." Journal of Teacher Education 15: 148-64; June 1964.

This paper deals in some depth with the bases upon which the work of an institution is judged and the procedures used in making such a judgment. Many significant problems and issues concerning standards and procedures are presented along with the major arguments pro and con.

Denemark, G. W. "Accreditation of Teacher Education: A Statement." Educational Leadership 22: 458-60; April 1965.

This statement advocates the involvement of the practicing profession regarding the nature and standards of programs for prospective teachers and emphasizes the importance of people to the quality of teacher education.

"Discussion of Association Policy Statement on National Council for Accreditation of Teacher Education and Teacher Education." Middle States Association of Colleges and Secondary Schools Proceedings. New York: the Association, 1956. pp. 28-45.

This is a good discussion of some of the early difficulties with, and questions about, the NCATE as viewed by a regional accrediting agency.

Donovan, G. F., and others. "Accreditation Issues Facing American Association of Colleges for Teacher Education." Action for Improvement of Teacher Education. Eighteenth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1965. pp. 196-202.

Among the accreditation issues discussed by the panel are: minimum standards vs. institutional improvement, should the agency for accreditation be a membership organization, the relationship between national accreditation and institutional autonomy.

Elam S., and R. Garvue. "Professional Organization and Education: Developments in Accreditation of Teacher Education." Review of Educational Research 34:108-09; February 1964.

After giving a brief history and a description of the organizational structure of NCATE, the authors discuss some of the criticisms of the Council (particularly by Stiles and Selden) and mention some issues such as financial support of the Council and its relationships with the NCA.

---. "Will Wisconsin Accredit National Council for Accreditation of Teacher Education?" Phi Delta Kappan 44: 154-59; January 1963.

This editorial review gives a brief history and statement of issues regarding NCATE, offers some comments by W. K. Selden, and then discusses the Wisconsin - NCATE controversy by presenting the NCATE's criticism of Wisconsin, the reaction in Madison (i.e., Wisconsin's side), and finally the case for the NCATE. Suggestions for improvement in accreditation include budgetary increases, better communication, procedural changes, and a philosophic reorientation.

Elliott, E. B. "National Council for the Accreditation of Teacher Education in 1957." Tenth Yearbook, American Association of Colleges for Teacher Education. Oneonta, N.Y.: the Association, 1957. pp. 65-72.

The author lists five criteria for effective working relationships with the regional accrediting organizations. Future work of the NCATE will cover two major areas: creating prestige for the organization through careful and painstaking evaluation of institutions applying for accreditation, and improving existing programs.

Engbretson, W. E. "Influence of Accreditation Programs and the TEPS New Horizon Project on Teacher Education: With Discussion Group Report." Teachers College Journal 33: 151-57; May 1962.

Engbretson gives the major recommendations of the New Horizons Project of the National Commission on Teacher Education and Professional Standards and then lists 12 policies of the NCATE. Several of the New Horizons recommendations bear directly upon the functions of the NCATE.

Evenden, Edward S. "Quarter Century of Standards." Yearbook, American Association of Colleges for Teacher Education. Oneonta, N.Y.: the Association, 1948. pp. 99-120.

Evenden discusses the development of standards by the AATC and reports the results of a 1948 study on accreditation and standards conducted by AATC's Committee on Standards and Surveys. In view of the recent activity of the AACTE to develop new accreditation standards through its Evaluation Criteria Study Committee, the following general conclusions of the 1948 study are particularly relevant:

1. The standards at no time have been considered fixed and static--rather they have represented a growing program adapting itself to the needs of periods of expansion, depression, war, and readjustment.
2. The standards have been developed by the voluntary work of a large number of individuals serving on the Committee on Standards and Surveys and cooperating with it.
3. There is also approval of the present policy of moving revisions of standards in a qualitative direction as opposed to quantitative.

Gilman, Richard C. "Carleton's Experience with NCATE." (Letters to the Editor.) Saturday Review 45: 43ff; December 15, 1962.

This letter was written to clarify statements about Carleton College in Koerner's previous Saturday Review article, "Teacher Education: Who Makes the Rules?" The author feels that Carleton College was treated fairly by the NCATE, says that differences were in terms of procedures rather than educational principals, and disagrees with Koerner's pessimism about NCATE.

Goddu, R. "1968 Proposed AACTE Revision of Standards and Evaluative Criteria for Teacher Education Accreditation." National Catholic Education Association Bulletin 64: 39-42; May 1968.

The proposed new standards for accreditation prepared by the AACTE is discussed. Discussing standards and criteria and the professional studies component, the author feels that these standards proposed by the Evaluative Criteria Study Committee of the AACTE can be useful for analysis and planning, but that they are not a simple recipe for relevant, quality programs.

Hanson, E. H. "Will Teacher Education Accreditation Just Go Away?" Education 82: 511; April 1962.

Superintendent Hanson says that accreditation sometimes seems to hinder a college's ambition to be uniquely good, but also argues that the existence of the NCATE is vitally important.

Joyal, A. E. "NCATE in 1963." Journal of Teacher Education 15: 120-29; June 1964.

This statement sets forth a brief history of the accreditation of teacher education up to the time when the NCATE began functioning, gives an explanation of the policies and procedures of the NCATE, and reports on actions taken and general conclusions reached as a result of experience.

Kelley, W. F. "Current Trends in Requirements for Teacher Certification: Dangers to the College." National Catholic Education Association Bulletin 52: 219-22; August 1955.

The author lists and discusses four alleged reasons for dissatisfaction with the NCATE:

1. The Council reverses the national trend in accreditation.
2. The Council's structure is a potential instrument for facilitating a monopoly of education.
3. "Public" educators make up the backbone of the Council.
4. The function of the liberal arts college in teacher education is minimized.

Kline, Clarice. "The Place of Accreditation in Insuring Expertness--A Teacher's View." Journal of Secondary Education 38: 313-18; May 1963.

This article treats the role of the practicing teacher in accreditation, the improvement of school-university communication, professional authority and responsibility, and the potential of accreditation.

Koerner, James D. The Miseducation of American Teachers, Boston: Houghton Mifflin Co., 1963. xiv+360 pp.

Pages 229-41 contain an acid interpretation of the NCATE, particularly in reference to the Carleton College accreditation controversy of 1960.

---. "Teacher Education: Who Makes the Rules?" Saturday Review 45: 78-80ff; October 20, 1962.

Koerner states that the NCATE has been held strongly suspect by representatives of the liberal arts and cites five major reasons "that move much of the academic community to view the NCATE with considerable alarm: 1. the efficacy of accreditation itself as an instrument for improving teacher education is not self-evident; 2. assuming that accreditation is desirable, who should make policy about how to do it? 3. the NCATE attempts to accredit only the professional part of a teacher's education and relies on regional associations for the rest; 4. the NCATE has developed a set of seven standards which may appear as rigid to some; 5. the NCATE threatens to become a vast academic cartel that will prevent the employment of anyone who has not been through an NCATE-accredited program." Other issues of controversy are also mentioned. The specific cases of Carleton and Crossroads State Teachers colleges are examined.

Ladd, Edward T. "The Proper Place of Accreditation." Journal of Secondary Education 38: 296-305; May 1963.

The author points to a need for some device for policing entry into teaching beside the individual college and school system. Possible options of techniques of control are individual examinations, investigation of formal studies a teacher has pursued, and accreditation. Advantages and disadvantages of each are discussed. Other topics include the appropriate accrediting authority and the difficulties of the NCATE.

Lawrence, R. E. "Accrediting for Progress or for the Status Quo?" Educational Leadership 25: 36-39; November 1967.

Quoting from Professor Donald P. Cottrell, the author discusses the "consensus of wisdom" and enumerates seven steps for progress toward answering the question, "What should be the nature and function of accreditation for the future?"

Lindsey, Margaret, editor. New Horizons for the Teaching Profession. Report of a Task Force of the National Commission on Teacher Education and Professional Standards, National Education Association. Washington, D.C.: the Commission, 1961. xi+243 pp.

The report contains a full review of the development and significance of accreditation (Chapter 5, pp. 109-40), with particular reference to the qualification and certification of professional personnel in education.

Lovinger, W. C. "Accreditation of Teacher Education: "Why, How and By Whom?" Journal of Secondary Education 38: 289-95; May 1963.

Lovinger gives some historical background of NCATE and then treats the why, how, and by whom of teacher education accreditation.

Massanari, Karl. "The AACTE-NCATE Feasibility Project: A Test of Proposed Accreditation Standards for Teacher Education." Journal of Teacher Education 20: 5-13; Spring 1969.

This is a report of a project, sponsored by the AACTE and the NCATE and funded by the U.S. Office of Education, to test the feasibility of proposed new accreditation standards for teacher education in eight representative colleges and universities. Particular attention is given to the procedures used in the tests. The article includes a review of AACTE's Evaluative Criteria Study and the events which led to the experimental phase of the Study which was undertaken to develop new standards for the accreditation of teacher education.

Mayor, John R. Accreditation in Teacher Education: It's Influence on Higher Education. Washington, D.C.: National Commission on Accrediting, 1965. xv+311 pp.

This report of the John R. Mayor study presents the nature and scope of the research, the findings, the recommendations, and an extensive appendix which includes suggested areas for additional future research. The recommendations include over-all coordination of accreditation, broad participation, increased innovation and experimentation, suggestions for graduate study accreditation, and improvements for state, regional, and national accreditation.

---. "Influence on Higher Education of Accreditation in Teacher Education." Liberal Education 51: 44-53; March 1965.

This article presents problems of accreditation related to teacher education. These include the magnitude of the whole problem, the problem of giving status to professional courses, the problem of overlapping jurisdiction of accreditation, the problem of restricting the national accrediting agency's jurisdiction over certain aspects of professional programs, the problem of the proper place of the liberal arts in the accreditation of professional programs, the problem of accrediting specialized areas in the profession.

---, D. Davies, E. Fuller, and J. W. Maucker. "National Council for Accreditation of Teacher Education: The New Look." Frontiers in Teacher Education. Nineteenth Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1966. pp. 98-119.

This is an analysis of the impact of the newly revised constitution of the NCATE upon the accreditation of teacher education and upon the improvement of the preparation of teachers in the United States.

Meder, A. E. "Accrediting Procedures of National Council for Accreditation of Teacher Education." School and Society 91: 192-93; April 20, 1963.

According to the author, there are three indispensible elements in determining the accreditation of an institution:

1. There must be standards, criteria, or descriptions of characteristics of educational quality in terms of which an institution is appraised.
2. The institution must be evaluated in terms of these characteristics.
3. There must be a judgment of the adequacy of the extent to which the institution meets these characteristics, criteria, or standards. The author believes that the NCATE has elements of great strength that overshadow its weaknesses.

---. "Reply to 'Relative Unimportance of Regional Accreditation.'" School and Society 91: 108; March 9, 1963.

As an answer to Selden's statement that regional accreditation has become relatively unimportant, the author states that regional accreditation is absolutely important because it is the only form of accreditation that applies to the institution as a whole.

Murphy, F. W. "Report." The Future Challenges Teacher Education. Eleventh Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1958. pp. 196-201.

After recalling the historical evolution of the NCATE, the author reports NCATE's financial support, its responsibilities inherited from the AACTE, its relation to regional accrediting associations, and its primary and secondary roles in improving teacher education.

National Association of State Directors of Teacher Education and Certification. Proposed Standards for State Approval of Teacher Education. Washington, D.C.: U.S. Government Printing Office, 1967. x+43 pp.

Views of state education agencies concerning policies and procedures are presented.

National Council for Accreditation of Teacher Education: A Statement of Purposes, Policies, and Procedures. (Pamphlet) Washington, D.C.: the Council, October 1960. 10 pp.

A brief account of the structure of the Council as revised in 1957, as well as the operation of the Council, are contained in this pamphlet.

Pulliam, A. L. "Form and Substance in the Accreditation of Teacher Education." Liberal Education 48: 496-504; December 1962.

In this article, a college teacher gives a biting attack against accreditation and the NCATE. He says that the policies of the NCATE are having a stifling effect on creative experimentation in teacher education, that accreditation should be divorced from the politically influenced drive for professional autonomy, and that accreditation should focus on the substance rather than the form of teacher education (i.e., the product rather than the qualifications).

Selden, W. K. "Accreditation of Teacher Education: Some Issues and Principles." Journal of Secondary Education 38: 281-88; May 1963.

This paper, in the form of questions and answers, investigates: 1. What is the NCA (membership, policy board, responsibilities, and basic philosophy)? 2. What are the purposes of accreditation? 3. What is accreditation? 4. Why does accreditation exist in the U.S.? 5. What are the different types of accrediting agencies? 6. What are the basic issues in accrediting? (Should there be accreditation? What should be accredited? Who shall do the accrediting?) 7. What are the basic issues in the accrediting of teacher education? 8. Why is the structure of NCATE so important? 9. What is the best way to resolve the current issues in the accrediting of teacher education?

---. "Accreditation of Teacher Education As Viewed by the National Commission on Accrediting." Tenth Yearbook, American Association of Colleges for Teacher Education. Oneonta, N.Y.: the Association, 1957. pp. 73-78.

In Selden's address, he speaks about issues over the NCATE, the structure of the NCATE, the financing of the NCATE, relationships with regional associations, and the involvement in accreditation of the Association of Teacher Education Institutions.

---. "Accrediting, What is It?" American Association of University Professors Bulletin 42: 629-35; December 1956.

Looking at accreditation before the NCATE, Selden answers such questions as the following: What is accrediting? What are regional accrediting agencies? What criteria and procedures do regional accrediting associations generally employ? What are professional accrediting agencies? What is the NCA? How do regional and professional accrediting agencies cooperate? What are the social implications of accrediting? What is the place of a faculty in accrediting?

---. "Basic Issues in Accreditation of Teacher Education." Liberal Education 47: 536-46; December 1961.

In this article, the author reviews the problems of accreditation in teacher education through a historical perspective and considers possible improvements in the policies and practices of the NCATE. The five basic issues according to Selden are: 1. Should there be a national agency to accredit programs in teacher education? 2. If so, what should be the composition of the controlling body? 3. What should be the basis of its financial support? 4. What should be its policies? 5. What should be its practices?

---. "National Commission on Accrediting, It's Next Mission." Educational Record 38: 152-56; April 1957.

This article, which puts accreditation in historical perspective, treats the past criticisms of accrediting, formal actions, the NCA, the results of the NCA approach, and the accrediting of teacher education. Selden says, "The issue of national accreditation of programs in teacher education has been settled."

---. "The Relative Unimportance of Regional Accreditation." Journal of Teacher Education 13: 319-25; September 1962.

In this article the author states that regional accreditation is no longer relatively important. He claims that regional accreditation has lost some of its initial importance and that other forces are exerting a more profound influence in identifying quality educational institutions. However, he does feel that regional associations can be valuable working in conjunction with the institutions and the professional agencies. He concludes with a brief discussion of the NCA.

---. "Where do We Go from Here?" Exceptional Children 29: 203-08; January 1963.

Before we ask the title question, Selden says that we should ask, "Where are we now?" He considers basic methods of maintaining academic standards, accreditation, professional accrediting agencies, NCA, accrediting of teacher education, and basic principles.

---. "Why Accredit Teacher Education?" Journal of Teacher Education 11: 185-90; June 1960.

Differences and relationships of accreditation and licensure (or certification) are discussed as well as extra-legal accreditation, NCATE, dilemmas of the NCA, and joint responsibilities of liberal arts and teacher education.

---. "Why Accredit Teacher Education?" American Conference of Academic Deans Proceedings. Sixteenth Annual Meeting. St. Louis, Mo.: the Conference, 1960. pp. 15-20.

The author explains the interrelations of views of teacher education and liberal arts personnel with respect to efforts for approval of professional standards in education.

Shafer, H. T., and G. N. Mackenzie. "Securing Competent Instructional Leaders." Role of Supervisor and Curriculum Director in a Climate of Change. Yearbook, Association for Supervision and Curriculum Development. Washington, D.C.: the Association, 1965. pp. 81-84.

The case for accreditation as a potentially powerful factor in the improving of preparation for curriculum leaders is presented.

Smith, Floyd. "Teacher Education." Illinois Schools Journal 48: 121-23; Summer 1968.

The work of the Evaluative Criteria Study Committee and its efforts to revise standards and improve the accrediting procedures of NCATE are described.

Stiles, L. J. "Reorganizing Accreditation for Teacher Education." Phi Delta Kappan 45: 31-37; October 1963.

The author says that NCATE has failed to live up to expectations due to its structural weaknesses, its lack of accountability, its failure to accredit quality of graduates, its violations of faculty autonomy in institutions evaluated, and the improper uses of accreditation by teachers' associations and state certification agencies. He also discusses the decision to reorganize accreditation, the role and nature of accrediting, the appropriate structure for accrediting, the financial support for accreditation, etc. (This is the first of two opposed positions; the other is "NCATE Yesterday, Today, and Tomorrow" by C. C. Travelstead.)

Stone, J. C. "Insuring Expertness Through State Accreditation of Teacher Education Institutions." Journal of Secondary Education 38: 306-12; May 1963.

California's state accreditation of teacher education institutions and its similarities and differences with NCATE are discussed.

Stoops, J. A. "Education for Education: A Discerning Probe into Teacher Preparation and Accreditation." Pennsylvania School Journal III: 206-10ff; January 1963.

The author optimistically reviews the progress to date in accreditation, but then warns us of the dangers of additional uses of accreditation by organizations other than NCATE. He says, using analogies with the medical profession, and the bar association, that such standards may have

undesirable effects on education in the U.S. His basic concern is that some organizations such as American Association of School Administrators, National Association of Secondary School Principals, and Association for Supervision and Curriculum Development are or are considering training in an NCATE-approved institution as a prerequisite for membership in their organizations. Does accreditation lead to regulation, lead to conformity, lead to standardization, lead to sterility? He believes NCATE is needed, but questions whether NCATE is prepared to do all that we are asking it to do and whether it looks at the things which really determine the effectiveness of a teacher preparation institution. He fears that education may be bound in chains of its own making. This is a well written article from a unique point of view.

Taylor, Harold. The World and the American Teacher. Washington, D.C.: American Association of Colleges for Teacher Education, 1968. vii+311 pp. ED 022 713. EDRS Price: MF-$1.25; HC-Not available from EDRS.

Taylor proposes that standards for accreditation of teacher education institutions be shifted from the current "juridical, didactic, organizational, administrative, and regulatory" bases to that of "how well the students being graduated from the institution can teach, what breadth and depth of experience they have had in the world, what interest. . . they demonstrate in possessing an intellectual life of their own, what leadership [they have] shown in improving the quality of education, their own and that of the children they have been teaching."

Thomas, M. B. "Purposes and Policies of National Council for Accreditation of Teacher Education." Journal of Teacher Education 15: 130-35; June 1964.

Realizing that much has been written about accreditation with an amazing lack of agreement, the author attempts to identify the major issues and various arguments which surround the purposes and policies of NCATE.

Turck, C. J. "Accreditation of Teacher Education." Minnesota Journal of Education 36: 19-20; March 1956.

The author cites four elements breeding reactionary opposition to NCATE: private colleges that assert a false independence of control and resist every attempt by the state to advance the standards and improve the quality of teaching in our public schools, the conflict between colleges of liberal arts and colleges of education on any university campus, men who think that the pattern of collegiate education was once delivered to the saints and scholars of the eastern coast of the U.S., all those who hate and distrust the National Education Association.

Viall, W. P. "Progress in Teacher Certification." Educational Forum 25: 381-87; March 1961.

The roles and relationships of certification with state, regional, and national bodies of accreditation are discussed.

Whiteley, T. W. "Are Accredited Teacher Education Programs Worthwhile?" California Journal of Educational Research 15: 94-98; March 1964.

The primary purpose of this study was to explore the possibility of a relationship between experience in an accredited teacher education program and job persistence in the teaching profession (in the state of Arizona, 1959-60). The results indicate a small, but statistically significant correlation between experience in an accredited teacher education program and job persistence; the greatest influence of an accredited teacher education program upon job persistence seems to be in proportion of time spent by teachers in the profession after graduation.

"Who Should Set Standards." Time 81: 61-62; March 15, 1963.

In a much more objective tone than that used in the Life magazine editorial, March 22, 1963, this article discusses the main issues of the Wisconsin vs. NCATE struggle as well as a brief discussion of the NCA and its requirements on NCATE.

"Why Teachers Can't Teach." (Editorial) Life 54: 4; March 22, 1963.

This editorial endorses Wisconsin's "sensible reforms" in its battle against NCATE. It calls for "pure education" over pedagogy. Only practice-teaching is worthwhile, but even it should be subordinated to the real substance of higher learning--the arts, sciences, and humanities.

Woodruff, Asahel D. "Accreditation by Evaluation of the Product: What It Means for Teacher Education Programs." Teacher Education: Issues and Innovations. Twenty-First Yearbook, American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1968. pp. 237-45.

The author considers in some depth the meaning of the emphasis of the 1967 revised standards and evaluative criteria of the NCATE upon the "evaluation of the product" of the teacher education institution.

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